HEBER
PRIMARY SCHOOL

All belong, all achieve.

SEND Information Report

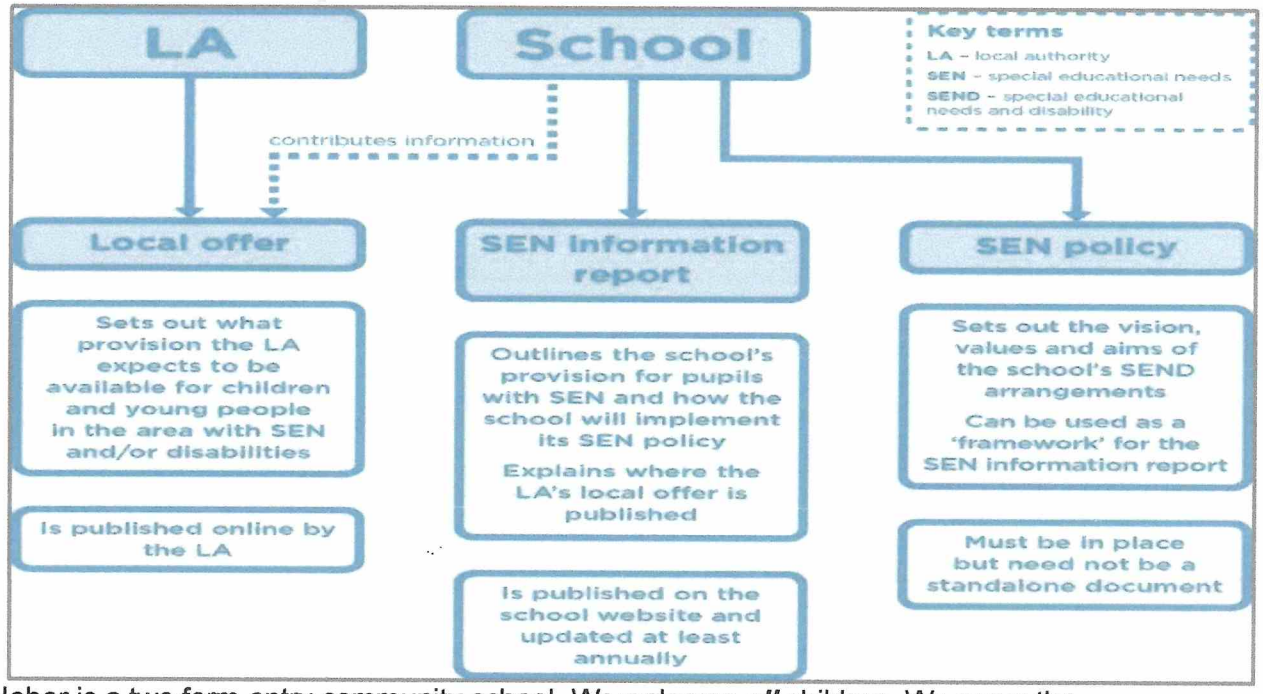
Introduction

This document is Heber Primary School's **SEND Information Report** which is part of the Southwark Local Offer for learners with Special Educational Needs and/or disabilities (SEND). In accordance with the Children and Families Act 2014, all governing bodies of maintained schools, maintained nursery schools and the proprietors of academy schools, have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The following image illustrates the difference between:
a) The Southwark Local Authority offer, b) The school's SEND information report and c) The school's Inclusion/SEN policy



Heber is a two form entry community school. We welcome ***all*** children. We serve the community. Our job is to ensure that all our pupils, including those with special educational needs or disability make the best possible progress. Admissions are through the London Borough of Southwark. Much of the information in this document is also available in existing policies. This document should therefore be read alongside relevant other policies. heberprimaryschool.com/information/policies. Details of the rich extended curriculum offered by the school can be found on the school website and in the weekly newsletters. We employ specialist teachers to teach Art, Music and PE. We have a dedicated Art room as well as a music space.

The Local Authority's Local Offer can be accessed via this link. Southwark Local Offer. Our Assistant Headteacher responsible for Inclusion is Lyndsey Jefford and may be contacted on the school's number; 0208 693 2075 or via email at ljefford@heber.southwark.sch.uk.

Key contacts

Headteacher	Rivka Rosenberg	
Deputy Headteacher	Vanessa Kyprios	Heber Inclusion Team
Assistant Headteacher for Inclusion	Lyndsey Jefford	
SENCO	Hannah Darkin	
Learning Mentor	Michael Aziaya	
Governing Body Co-Chairs	Joanna Watson and Jane O'Brien	

What if a parent or carer is new to Heber and needs to know about SEND provision?

- Please do visit our website Home - Heber Primary School for a feel of our ethos. We see ourselves as… ***A happy and creative family at the heart of the community. All belong, all achieve.***
- Parents are warmly encouraged to contact our school and speak to our SENCO if there are specific questions around provision for SEND/additional needs.
- If other professionals are involved, a Team Around the Child (TAC) meeting may be held to discuss a child's needs, share strategies used, and ensure provision is put in place before the child starts. This may include staff from the previous setting to support transition. A phased settling in period may be suggested if appropriate.
- All parents whose children join the school after the start of the school year are contacted by the school and a meeting is arranged.

Who are the best people to talk to at Heber if a parent/carer is concerned about their child's needs?

The Class Teacher who is responsible for:

- Ensuring that all children receive quality teaching and that every lesson meets the needs of every child.
- Identifying, planning and organising any additional help that a child may need.
- Discussing additional help with our SENCO.
- Ensuring that all members of staff involved with the class are aware of the particular needs of every child and of what specific adjustments may be needed to help them to make progress.

Parents and carers are encouraged to maintain a dialogue with their child's class teacher to support a clear understanding of needs. This will help consistency in approach so that the teacher and the parents/carers are doing similar things to support children both at home and at school.

The SENCO who is responsible for:

- Coordinating support for children with special educational needs (SEN) and/or disabilities, and developing the school's SEND Policy to make sure the needs of ***all children*** are met.
- Ensuring that parents and children are involved in discussions concerning:
  a) The support being received
  b) The progress that has been made
  c) The provision planned for the future
- Liaising with the professionals who may be coming into school to help with a child's learning e.g. Speech and Language Therapists, Educational Psychologists etc.
- Updating the school's SEND record of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood), and making sure that there are detailed up to date records of children's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEN

and/or disabilities in the school to achieve their potential.

- Supporting class teachers in the creation of individual provision maps (IPMs).
- Organising training for staff so they are able to meet the particular needs of every child.

The school has Learning Support Assistants who support children in class. In addition, children with EHCPs (Education Health Care Plans) may be allocated their own Learning Support Assistant according to need and in keeping with the school's support structure. Questions regarding children's learning and progress however should be directed to the class teacher or SENCO, not to members of the support staff. The Assistant Head responsible for Inclusion is available by appointment to discuss a child's progress or any concerns parents/carers may have.

The Headteacher who is responsible for:

- The day to day management of all aspects of the school, including the support given to and progress made by children with SEN and/or disabilities.
- Ensuring that the Governing Body is kept up to date regarding any issues relating to SEND.

Our Co-Chairs of the Governing Body who are responsible for making sure that:

- The school has an up to date SEND policy.
- Every child with SEN and or disabilities has appropriate support informed by needs.
- If necessary, adaptations have been made to meet the needs of particular children.

Governors visit school in order to understand and monitor the support given to children with SEN and disabilities.

Parents and carers can also contact Southwark Information Advice and Support Team (SIAS) - a service which offers impartial advice to parents and young people - sias@southwark.gov.uk

What support is available at Heber Primary School for children with SEND?

Support can be both in and out of the classroom and is tiered according to need. A child may, for example, struggle with the more social aspects of the school day such as playtime and lunchtime. Provision in this context may involve the child attending a lunchtime drop in session to offer respite from a busy, overwhelming playground. Heber School recognises that all aspects of the school day impact significantly on how much or how well a child may learn. Interventions and provision is based on the specific need/s of the child. Support may be needed in any or all of the identified areas of special educational need which are:

- Cognition and learning
- Communication and Interaction (Speech and Language-SAL)
- Social, mental and emotional health
- Sensory/physical/medical

1. **Quality First Teaching including targeted interventions and adult support**

All children at Heber Primary School, regardless of their need, receive excellent classroom teaching known as Quality First Teaching. This means that the teacher will:

- ✔ Have the highest possible expectations for every child in their class.
- ✔ Build on what children already know, can do and understand.
- ✔ Ensure that every child in the class is fully involved in learning. This may involve adapting resources to meet the needs of particular children. Teachers will engage in discussion with the child, taking into account their views and learning styles.
- ✔ Put in place specific strategies (which may be suggested by the SENCO or external specialists from outside agencies) that may help your child learn.

Targeted support from the class teacher and learning support assistant means that class staff have recognised that a child needs extra targeted support in/out the classroom. Early identification is key to targeted support being put in place such that learning gaps are closed and pupils "catch up" and can progress accordingly.

2. Special Educational Need Support (SEN Support)

Sometimes, *despite* good quality first teaching and extra targeted support, some children still *do not* progress. This may relate to factors that *affect* learning and not necessarily to an inherent learning difficulty. For example, a child's inability to regulate their emotions may mean that they feel overly anxious *about* learning and this then impedes their access, resulting in slow/no progress. When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has ***not met*** the child's needs, the teacher will discuss this with the SENCO. Progress meetings take place termly where class staff, the SENCO and the Headteacher discuss the progress of every child in the school. Provision for children not making expected progress is always discussed. If a child is then identified as not making progress, parents will be informed if they have been placed in an intervention group or are to receive extra support. Being in an intervention group or getting extra support does not necessarily mean that the child is on the SEN register/SEN Support.

When the provision for a child becomes increasingly ***additional to and different from*** what similarly aged peers need to access learning, the class teacher and SENCO will engage in conversation with the parent to explore why this is the case. Such a discussion *may lead* to the child being identified as having a **special educational need and/or a disability** and being placed on the school's SEND register. This means that they are on **SEND support** on the SEND register. This will only happen after parent consultation and with parental consent. Early identification of any SEND is crucial to ensuring the best outcomes for the child. Being identified as having SEND means that the child's teacher has carefully checked on the child's progress and development and has assessed that there are gaps in their understanding/learning/development. There is now a need for additional and different support to close the gap between them and their peers.

Additional help will be given to these pupils to help them to make progress. Some examples of ways we may support a child further may include specific group work. This group support (usually referred to as intervention groups) may be:

a) Delivered in or out of the classroom.
b) Delivered by a teacher, outside professional or most often a Learning Support Assistant (LSA) who has had training to run these groups.

The aim of interventions is to consolidate and reinforce what has been taught in class. Interventions are set, monitored and supported by the class teacher/LSA/SENCO and overall by the Assistant Head for Inclusion. Additionally, and following consent from parents/carers, children may receive support from external agencies – such as a speech and language therapist. The child will remain on SEND support and on the SEND register with termly reviews. External support is accessed through filling in referral forms, discussion and consent from parents for referrals to specialist external agencies. Close liaison with the SENCO and external specialists will support and inform the best provision for the child.

3. Education, Health and Care Plans (EHCP)

The SEN code has introduced an **Education, Health and Care Plan (EHCP).** This is instead of, but serves the same function as, a ***Statement of Educational Need*** (which has now been phased out). This means the child will have been identified by the class teacher and Inclusion Manager as needing a particularly high level of individual and small group teaching/support, which cannot be provided from the resources already delegated to the school. Additional expertise and support for their SEND provision is therefore required.

The school *or* parent can request that the Local Authority (LA) carry out a statutory assessment of the child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Southwark web site: localoffer.southwark.gov.uk/education-health-and-care-plan. A request for an EHCP can only be made if all avenues of support both external and internal to the school, have been used to maximum capacity. If such provision a) costs too much to sustain within the school's delegated budget or b) has little impact on the child's progress or both a)

and b), then an application for an EHCP will be made. In order to secure an EHCP, an application has to make the case for a child's needs being severe, complex and long term. A panel of professionals meet at the LA to discuss every EHCP application.

The LA panel can turn the application down if it is felt that:

- there is insufficient information to evidence such high need and or
- more support can be given at the SEND support stage by the school.

If a parent is unhappy with the decision the LA has made, they have the right to appeal this and either request mediation from the LA or write to the Tribunal stating their dissatisfaction. Details of this process are always included in the letter they will receive in response to the initial application. If the LA feels that the child does require an EHCP they will ask parents/carers and all professionals involved with the child to write a report outlining the child's needs. From these reports and assessments, a decision is made to grant/not grant an EHCP.

An EHCP can have varying levels of funding attached. Our school has structured provision in place to allow children with severe SEND to access support tailored to their needs. All support will be directed by the EHCP in line with the school's support structure. There will be an annual review of the EHCP which all relevant professionals, parents/carers and the child where possible, will attend.

How do parents and carers communicate with the school about their child's SEND?
Concerns about your child's progress should be addressed to the class teacher. If you feel that your concerns are not being addressed and that your child is still not making progress, you should speak to the SENCO If you are still not happy you should speak to the Headteacher and following that, if resolutions are still needed, you may contact the school's Governing Body Co-Chairs.

What does Heber Primary School do to ensure that the right support is in place for each child?

- The school has restructured its inclusion provision to create an even more robust and comprehensive package of support. Our Assistant Head Teacher (Lyndsey Jefford) is our Inclusion lead and is also responsible for pastoral care. Therefore, the emotional well-being and the best academic outcomes for *all pupils* including those with SEND, sit at the heart of leadership. Additionally, our school has a Special Needs Coordinator (SENCO- Hannah Darkin) and a Learning Mentor (LM- Michael Aziaya).
- Class Teachers plan lessons according to the specific needs of the children in their class. Their job is to ensure that activities are adapted to the needs of everyone in the class.
- If necessary, specifically trained support staff will implement the teacher's modified/adapted planning to support the needs of specific children. Teaching is adapted on a daily basis to meet the specific individual needs of children as and when they arise.
- Sometimes, learning needs are difficult to meet within a differentiated lesson in class. This may be because a child is well behind peers and struggles to access the language, especially as volume and pace of work increases in the upper key stages. Heber School has a wide range of interventions in place covering all areas of SEN. Termly progress meetings decide the "next steps" including any necessary interventions or further referrals and this is internally recorded on the Next Steps Register. This register therefore keeps an internal, comprehensive history of steps taken to identify, track and support children presenting with concern.

- The SENCO will support teachers with advice, strategies, consultation on needs, specific practical resources such as pencil grips, writing slopes and specific IT programs etc.
- Early support and identification of need aims to close gaps and help children progress academically. Where this progress hasn't happened or is too slow despite this support in place, our SENCO provides a specifically tailored program of academic support in upper KS2, delivered in specialist Maths and English lessons.
- Alongside this our school works effectively and regularly with many external professionals. These professionals advise and inform our provision and ensure that we explore all avenues of support.
  Heber School has a service level agreement with:
  - ✔ The NHS Speech and Language Service who provide 35 days of therapy per year.
  - ✔ Southwark Educational Psychology Service.
    We additionally access support as is needed from:
  - ✔ The Autism Outreach Team,
  - ✔ Child and Mental Health Services (CAMHS),
  - ✔ Summer House Behavioural Support Service and Provision
  - ✔ The Occupational Therapy Service,
  - ✔ Physiotherapy Service,
  - ✔ Hearing Impairment Team,
  - ✔ Visual Impairment Team and
  - ✔ Sunshine House and their medical team.
  - ✔ We also have an allocated school nurse who works closely with us to support the writing of care plans and provision for children with significant medical needs.

How does Heber Primary School ensure that staff are informed and have training on specific SEND?

- Part of the role of the SENCO is to support the class teacher in planning for children with SEND. This means that there is a dedicated professional at the heart of provision assessing and identifying specific SEND training needs on an ongoing basis.
- The school improvement plan includes identified training needs for staff. It may include whole school training on SEND issues or the need to support identified groups of learners in school, such as children with dyslexia.
- Teacher's appraisals always have a strand with a focus on training. This may include training on SEND issues.
- Members of staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- The SENCO keeps abreast of the changing climate of SEND.
- The Assistant Head manages and delivers needs based training to all LSAs.
- The SENCO arranges regular consultation between teachers/Learning Support Assistants with the relevant external specialists dealing with children in that class, to ensure that provision is well informed and monitored.
- The Speech and Language (SAL) therapist trains and supports Learning Support Assistants to run SAL groups so that SAL delivery is seamless and continuous.

How does Heber Primary School track the progress of children with SEND?
The progress of ***every child*** is continually monitored every term. Children with Special Educational Needs are a particular focus. The SENCO will agree with the teacher at the termly progress meeting what the next steps for specific children needs to be. These points of action are then reviewed at the following progress meeting. Progress in reading, writing and maths is reviewed formally every half-term when every child is assessed as working: well below/below/on track or exceeding expectations

- Sometimes if as a result of their SEND children are only making small steps of progress, the SENCO supports teachers in the use of more detailed and smaller stepped assessment tools. This includes pre-key stages - Pre-key stage 1 - pupils working below the national curriculum assessment standard and the Engagement model(The engagement model) where appropriate.
- All primary school pupils now take the new reception baseline assessment (RBA) that will replace SATs in year 2. Following successful pilots all over the country, the RBA, a one-to-one exercise done in 20 minutes with a teacher in an informal setting, will be taken by all children in their first six weeks of primary school. The move paves the way for the removal of the national curriculum assessments (KS1 SATS) at the end of key stage 1 from 2022/23. This comes after a validity report based on a national pilot confirmed that the new assessments provide an accurate assessment of a pupils' starting point from which to measure the progress they make in primary school. Phonic ability is assessed at the end of Year 1.

- At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- Children's provision is reviewed every term. Children with SEND will have a written review of their provision and progress which is shared with parents in the form of an Individual Provision Map (IPM). If your child's additional need is not related to a specific identified need but there are severe barriers to learning, we may draw up a Pastoral Support Plan (PSP) with parents/carers. This is to track and support needs alongside exploring any underlying SEND.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved in the child's education.
- The SENCO also takes part in lesson observations and book scrutinies where she checks on the progress of children with Special Educational Needs.
- All information from outside professionals will be discussed with parents and carers directly, or where this is not possible, in a report. The SENCO will also arrange to meet with parents and carers to discuss any new assessments and ideas suggested by outside agencies for their child.
- Individual provision maps/plans are drawn up and reviewed with parental involvement each term.
- If appropriate, a home/school contact book may be used to support communication about needs and progress.

How does Heber Primary School cater for medical needs and what are the school's access arrangements?

- Parents **must** share medical concerns with class teachers and or a member of the Inclusion Team so that we can do all we can onsite, to keep your child safe and healthy.
- The Inclusion Team has overlapping responsibility for the management and care of children with SEND which includes medical/physical and sensory needs.
- The Assistant Head for Inclusion, alongside the SENCO has overall responsibility for managing and ensuring that reasonable adjustments are made to accommodate

pupils with SEND and to include pupils in all aspects of school life as far as is possible.

- Heber has a growth mind-set ethos and we place the utmost importance on mental health and wellbeing. Our Assistant Head is also our Mental Health Lead. We have whole school support systems in place to help children identify, understand and manage their emotions appropriately. Our school uses a whole school program called RULER to teach mental health and well-being. The children are taught these skills through a series of tools, known as anchor tools. RULER was created by The Yale Centre for Emotional Intelligence and is supported by extensive research in the USA and Australia What is RULER? – RULER Approach
- RULER is an acronym for the five skills of emotional intelligence:
  - **Recognizing** emotions in oneself and others
  - **Understanding** the causes and consequences of emotions
  - **Labelling** emotions with a nuanced vocabulary
  - **Expressing** emotions in accordance with cultural norms and social context
  - **Regulating** emotions with helpful strategies
- Where concerns are greater, referrals to CAMHS or pastoral care and mentoring programs are made with parental consent. Our Learning Mentor has the specific remit of supporting good mental health and helping equip our children with self-regulation tools so that they can become self-sufficient, healthy individuals.
- Our Assistant Head for Inclusion, Lyndsey Jefford ensures regular updated First Aid training for all support staff including in the Early Years. A First Aider is on hand to all pupils at all times. Mrs Jefford works in close liaison with the school nurse to ensure that care plans are kept updated and are shared with and understood by relevant staff.
- Relevant staff, including playtime staff, are informed of allergies and diet related medical issues.
- There is annual epi-pen training for all staff. Where staff need specific additional training, this is arranged.
- Medication is only administered if on prescription. Medication is housed in the school office.
- The school has a track record of effectively and sensitively supporting children with life threatening illnesses.
- The ground floor and the disabled toilet are accessible to adults and children in wheelchairs. The first and second floors are not accessible. However as much as possible, reasonable adjustments are made to ensure the needs of parents, carers and children are met.

How does Heber Primary School support children with transition?
The school recognises that 'moving on' can be difficult for a child with SEND and takes steps to ensure that any transition is as smooth as possible.

If a child is moving to another school:

- The school may need to contact the new school's SENCO and ensure they know about any special arrangements or support that need to be made for your child. The school will make sure that all records about your child are passed on as soon as possible.

When moving classes within school:

- Information is passed on to the new class teacher in advance through a planning and handover meeting with the new teacher. All individual plans of support will be shared with the new teacher.

- A transition book and pupil profile is provided for targeted children who need extra support.

In Year 6:

- The SENCO will, where necessary, liaise with the SENCO at the receiving Secondary Schools. Where necessary, Secondary SENCOs will be invited to attend a transition meeting at Heber School to support the move to Secondary School. For a child with an EHCP, this is essential.
- Children with EHCP's will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' with information about themselves for their new school.
- Where possible children will visit their new school for additional visits and in some cases staff from the new school will visit children at Heber School. Their Learning Support Assistant may visit the new school with them.
- Children on the autistic spectrum often struggle with change and transition. The Southwark specialist from the Autism Outreach Team will support a child's move as closely as is necessary.

Glossary

ASD/ASC	Autistic Spectrum Disorder/Condition
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
LA	Local Authority
IPM	Individual Provision Map
OT	Occupational Therapist
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEND	Special Educational Needs and or disability/ies
SEND Code of Practice	The legal document that sets out the requirements for SEND
SENDCO	Special Educational Needs Coordinator

Approval and Review Record

Policy Approved by Governors on (date)……16th October 2023……

Signed by Chair of Governing Body/Committee: ……

(date)……18/10/23…

Due for Review by Governors (date) ……Autumn 2024……