

Heathlands

C of E Primary School

Helping everyone shine their light

Policy	SEND Information report
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At Heathlands we provide a broad and balanced curriculum for all our children, teachers plan using Development Matters for Early Years and the National Curriculum throughout Key Stage 1 and 2. Some pupils have barriers to learning which may indicate they have additional needs and therefore require intervention and support by the school.

The broad areas of SEND needs are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical

Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Essex Local Offer

<http://www.essexlocaloffer.org.uk/>

The Children and Families Bill was enacted in September 2014. From this point forward Local Authorities and school are required to publish and constantly review information about services they expect to be available for children and young people with Special Educational needs (SEN) aged 0-25. This is referred to as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families.

It is a valuable resource for families in understanding the range of services and provision in the local area. There is a link on the school website.

Who should I contact about my child's additional needs?

Initially, contact your child's class teacher with your concerns. The teacher may then refer you to the SENCo. At Heathlands, our SENCo is Mrs Melanie Cork (BA, PGCE in SEN, PGDE in SENR, Accredited Advanced SENCo, Master of Education in SEN and Leadership).

Families are welcome to contact the SENCo at a convenient time if they have concerns or require advice.

The SENCo will attend a variety of meetings when requested by staff or parents, these may include multi agency meetings or Child Protection reviews.

Annual Reviews – Parents of a child with an EHCP will be invited to discuss progress and plan next steps annually. At the relevant point, transition arrangements with Secondary colleagues will be discussed.

How will my child be involved?

Three times a year the child, parents, other professionals and staff involved will meet to discuss progress towards the outcomes, impact of any planned interventions and planning of next steps.

Children are involved at the beginning of these meetings in a variety of ways dependent on their age and need.

Pupils could attend parts of the meeting to give their views, use visuals to give their views, draw or write with a familiar adult, or create personalised powerpoints to deliver during the meetings.

What if I am not happy with the school provision for my child's additional needs?

Heathlands operates an Open Door policy to discuss concerns as required.

Heathlands' procedure for complaints can be viewed on the school website or a copy can be obtained from the school office on request.

How does Heathlands know if my child needs extra help?**Identification to be placed on SEN SUPPORT (One planning)**

Indicators for receiving additional support include parental concern, teachers or other specialist support – this is supported by evidence that despite a differentiated curriculum and school based interventions over a sustained period:

- Little or no progress is being made in Literacy or Maths or working well below age related expectations
- Persistent emotional and social difficulties are evident
- Sensory or physical problems and little or no progress is being made despite specialist equipment
- Behaviour regularly and substantially interferes with child's learning (and that of the class) following the implementation of an individualised behaviour management system
- Ongoing communication and interaction difficulties which are having an impact on social relationships and learning
- A difficulty or need which requires further assessments and investigations by school or outside professionals.

Identification for the creation of an EHCP

Following the Code of Practice 2014 (section 7:2) an EHCP can be requested by:

- Young person (over 16 or an advocate on their behalf)
- Child's parent
- A person who is acting on behalf of the school.

Following this, The Code of Practice (section 7:1) states that the Local Authority must conduct an assessment and then prepare an EHCP when:

- SEN provision cannot be provided from within resources normally available to mainstream, Early Years providers and Schools
- It follows on from One Planning.

EHC plans must be focused on the outcomes of each child and create a plan detailing how services will work together to support individual needs.

An assessment will not always lead to the creation of an EHCP.

How will Heathlands support my child?

The planning and delivery of provision for children with learning difficulties may take place within the classroom and is the responsibility of the Class teacher. Planning must include differentiated work for children with additional needs and effective deployment of Learning Support Assistants and HLTAs.

When a specific need is identified (phonics, maths, literacy, social skills, etc), the pupil may be placed in an intervention group or this may be delivered 1:1. Progress is monitored continuously and reviewed regularly throughout appropriate intervals in the term.

Intervention groups focus on a particular area of need and run for between 6-12 weeks. These may include: Narrative therapy, Rapid phonics, Time to talk, Dancing Bears, The Power of One, Gym Trail, Working together with Lego, Apples and Pears, Precision teaching, Talk 4 Number, Superflex and Speech and Language support.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

On the child's behalf, Heathlands' can access additional support, advice and assessments: specialist teachers, Educational Psychologist, behaviour support, paediatricians, Occupational therapists, Speech and language therapists, Health visitors, School Nurses, Optometrists and other relevant professionals.

The Essex Local offer provides more guidance on this: <http://www.essexlocaloffer.org.uk>

The SENCo will make appropriate referrals to support the child's needs, in liaison with the family, and will continue to liaise with outside agencies where an assessment has indicated a need.

The provision of specialist resources to support learning could include: pencil grips, writing slopes, talking postcards, wobble cushions, coloured overlays/resources, visual supports – such as timetables, or organisational resources.

What training have Heathlands staff had or are having?

To keep up to date with current legislation and changes in practice, the SENCo will attend regular training in specific SEN areas as well as SENCO cluster and SEND update meetings.

This information is disseminated to teachers and support staff as necessary. SEND is part of staff INSET on a termly basis.

LSAs have regular training to support children with additional needs – this can include specific interventions or conditions, dependent on the current needs of the children in the school.

The SENCo trains LSAs to deliver specific interventions or arranges courses for them to attend.

The school has also completed the Trauma Perceptive Practice training with three leads.

Two staff members have currently completed the National College Advanced Certificate for the role of Senior Mental Health Lead.

The SENCo has completed the National Senior Mental Health Lead qualification.

How will Heathlands know how my child is doing? How will I know?

Pupil progress meetings for all children in the school are held termly. These are used in part to plan provision of interventions, and include discussion and monitoring of progress, the setting of new outcomes and discussion of strategies to be used to increase attainment.

The outcomes on children's One Plans will be monitored regularly and reviewed three times a year, dependent on need. These are shared with all involved parties and recorded – copies will then be sent home.

Parents consultations will still take place to enable parents to discuss progress and school experiences with their child's class teacher. If requested the SENCo can also attend.

The school organises parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

The SENCo has an open door policy, and will endeavour to see parents as soon as possible if an appointment is requested. Contact can also be made via telephone or email : senco@heathlands.essex.sch.uk .

What extra resources are available?

The deployment of LSAs is reviewed regularly dependent on individuals needs within the school.

We have a variety of specialist resources to support learning:

Visual timetables, bespoke visual supports, pencil grips, writing slopes, wobble cushions, sensory fiddle toys, overlays/reading rulers, talking postcards, Junior phonic reading books, large print books.

If anything further is required, this may be sourced from the Local authority.

Is the school environment accessible?

Health Care plans to ensure medical and health needs are met are put into place as required, and reviewed regularly.

There are wider doors in some areas of the school.

There are accessible toilets within the school.

Ramps are used when the height alters from one area to another.

The Accessibility plan (Autumn 25) is regularly reviewed by the Head teacher and Governors. Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website

How will Heathlands prepare and support my child during transition?

At all transition points (between classes and key stages) children will be given additional visits to their new classrooms/ playgrounds/toilets in order to familiarise themselves. If required, transition books or other arrangements will be made. Meetings between staff will occur before transition.

The children will be taught by their new teacher and LSA during the Summer term for at least a morning session.

When pupils transfer to Secondary school, the year 6 staff and SENCo will meet with each school to transfer information. All school records will transfer, including historical SEN records.

For year 6 pupils with an EHCP the secondary SENCo will be invited to Annual reviews and One plan meetings at the start of Year 6 as requested by ECC. Additional visits will be arranged in the Summer term where possible, with the completion of an updated One Page profile.